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COUNTY SUPERINTENDENCIES AND THE COMING ELECTION

County	No Opposition	Elected at Primaries	For Nov. Election
Alameda			*Gep. W. Frick Blanche Morse
Alpine		Josephine Vallem	
Amador		*W. H. Greenhalgh	
Butte			*Minnie S. Abrams S. P. Robbins
Calaveras		Teresa Rivara	
Colusa			Perle Sanderson *Mrs. F. M. Rhodes
Contra Costa	*W. H. Hanlon	*W. H. Hanlon	
Del Norte		J. M. Hamilton	
El Dorado			*S. B. Wilson Margaret Kelley
Fresno	*E. W. Lindsay	*E. W. Lindsay	
Glenn	*S. M. Chaney	*S. M. Chaney	
Humboldt			*Geo. Underwood Hugh B. Stewart
Imperial		Arleigh P. Shibley	
Inyo			
Kern		L. E. Chenoweth	
Kings			*Mrs. A. H. Davies J. E. Meadows
Lake			
Lassen	Fred Bromhouse	Fred Bromhouse	
Los Angeles	Appointive office		
Madera		*Craig Cunningham	
Marin		*Jas. B. Davidson	
Mariposa		*John L. Dexter	
Mendocino			*L. W. Babcock Mrs. A. Porterfield
Merced	*Margaret Sheehy	*Margaret Sheehy	
Modoc	*Mrs. N. B. Harris	*Mrs. N. B. Harris	
Mono		Mrs. A. M. Hays	
Monterey			*A. J. Hennessey Geo. Schultzberg Lena A. Jackson Fannie Scott
Napa			
Nevada		*R. J. Fitzgerald	
Orange		*R. P. Mitchell	
Placer			*P. W. Smith Irene A. Burns
Plumas		Kate L. Donnelley	
Riverside	*Raymond Cree	*Raymond Cree	
Sacramento		Caroline M. Webb	
San Benito		*W. J. Cagney	
San Bernardino	Appointive office		
San Diego		John F. West	
San Francisco		*Alfred Roncovieri	
San Joaquin	*John Anderson	*John Anderson	
San Luis Obispo			*W. S. Wight Wilmer Munson
San Mateo	*Roy W. Cloud	*Roy W. Cloud	
Santa Barbara		*Mamie V. Lehmer	
Santa Clara		*D. T. Bateman	
Santa Cruz		*Champ S. Price	
Shasta			Mrs. C. Cun'gh'm Jesse A. Dunn
Sierra	*Belle Alexander	*Belle Alexander	
Siskiyou		*W. H. Parker	
Solano		*Dan H. White	
Sonoma	*Florence Barnes	*Florence Barnes	
Stanislaus			Frank A. Bacon *Florence Boggs
Sutter		Lizzie Vagedes	
Tehama			Mamie B. Lang *Della D. Fish
Trinity		Maud I. Schroter	
Tulare		*J. E. Buckman	
Tuolumne		G. P. Morgan	
Ventura		*Jas. E. Reynolds	
Yolo		Harriet S. Lee	
Yuba		Jennie Malaley	

* Incumbent.

Editorial.

ARTHUR HENRY CHAMBERLAIN

On Friday evening, October 9th, the Board of Directors of the California Council of Education held a meeting in Los Angeles. An all day session of the Council was held on Saturday, the COUNCIL MEETING 10th. Members of the Council were present from all portions of the state. Two members of the State Board of Education, the three Commissioners of Education and State Supt. Hyatt were also in attendance. Many teachers from Los Angeles and from Southern California showed their interest by attending and by taking part in the discussions or in presenting recommendations for the consideration of the Council.

Reports of more than ordinary interest were received, and the foundation laid for important and far-reaching educational legislation at the next session of the legislature. Whatever differences of opinion were expressed it was clearly the desire on the part of all members to act in unity on issues that affected the entire school interests of the state.

A complimentary luncheon was tendered the Council by the Los Angeles Chamber of Commerce. The November issue of the NEWS will contain the splendid reports that were made at the meeting.

What is California doing in the matter of educational exhibits at the Panama-Pacific Exposition? What phases of school work are to be shown? What form are the exhibits to take? How much space is to be allowed each school or system? Who is to select, assemble, and install the exhibits? What will it cost to secure a given number of square feet for exhibit purposes? These are some of the questions that are constantly coming to us. The Exposition opens on February 20, 1915, some four months hence. It has seemed wise therefore to answer some of these questions and indicate the necessity for dispatch in planning these exhibits.

It was pointed out editorially in the November, 1913, issue of this journal, that to meet the needs of present day progress, the educational exhibits in 1915 would of necessity, be decidedly *different* from those of past international expositions. Heretofore there has been unnecessary duplication. Each school, county, and city has duplicated the work of every other school, county and city. All lines of endeavor from kindergarten through the high school have had representation. This needless overlapping has resulted in tons of papers, note books, drawings and displays, many of which have been scrutinized only by those who produced them or who were particularly interested in the progress of a given school or pupil.

Each school was thus on trial, as its product was weighed against the product of each other school. Pressure was brought to bear upon pupils by teachers, and upon teachers by principals and superintendents. So-called pupils' work showed the finishing touch of a practiced hand. No wonder teachers have rebelled against this kind of school exhibit, that, in its preparation, saps their time and attention. The preparation of such work is disastrous to pupils, to teachers and to educational advance.

In the Palace of Education at the Panama-Pacific Exposition, there will be shown a unified exhibit of out-of-door school activities. California is distinctly an out-of-door state. We have as yet scarcely touched the possibilities in this line, but in various quarters of the state one or another phase of such education is carried on successfully. The open air school room has seen a marked development in the three or four years past. An actual building erected upon the grounds and models of various types of open air rooms, together with photographs, will make up an exhibit of real educational value.

Athletics and gymnastics in all forms should be shown. The inter-scholastic competitions may be carried on under direction of the high schools of the state working in conjunction with the educational authorities of the Exposition. Agriculture and horticulture in the school may with profit be shown. A model school garden and a home garden are to be features of the exhibit, and several schools have requested the privilege of showing, from week to week, the product of their school gardens.

The school festival as an educational element is gaining ground in California. Dramatization in the grades and the high school is developed in many schools. Photographs and moving pictures of these festivals and plays are now in preparation. During the progress of the Exposition various classes will visit the grounds and put on the festival or drama for the benefit of teachers and pupils. Folk dancing and action in national costume will be shown both by means of pictures and by actual work with classes.

Out-door sketching lends itself admirably to exhibit purposes, and field excursions may be graphically portrayed. Note books or written papers explanatory of any phase of this out-of-door work will be admitted to the exhibit.

In the California State Building will be shown the general educational exhibit. Here again the aim is to unify. A school of 20 pupils in a rural community is doing some one thing particularly well. Throwing aside all ambition to compete with any other school, the desire should be to show to California and the world how this one thing is done. A class in a city school system has produced results in a particular subject or with a par-

ticular method. Let this be shown that all may profit thereby. Significant elements in educational advance, rather than complete sequences of work and technically perfect results, will make up the 1915 exhibits.

As the Department of Education of the Panama-Pacific Exposition desires to work in close harmony with and have the support of the California Teachers' Association, and every member of the association, committees have been appointed from our body to work with the Department of Education. Just as the state is divided into four sections—the Southern, Central, Bay and Northern, for association purposes, so for purposes of exhibits, this four-fold division is retained. For many months the San Joaquin Valley's County Association has been at work. Through committee assignments, each school—county or city—is to furnish certain features of the exhibit. Thus will needless duplication be avoided, a unified exhibit guaranteed, and each will do the thing it is best prepared to do. In the same way the other sections of the state are preparing their exhibits. This plan does not prevent a given school or city from making an independent display.

School authorities should at once make application for space, if they have not already done so. In doing this they should state specifically the kind and character of the work to be shown. It will be necessary to make the exhibit as compact as possible. All applications and correspondence relative to space and other details connected with our California exhibits should be sent to the office of the Secretary, California Council of Education, Monadnock Building, San Francisco.

The Juvenile Court has done a wonderful work. Judge Lindsay and others of his type throughout the country have directed many a boy and girl toward better things. The work of this court is a work of public education, and, when properly directed, public education of the right kind. It should be a part of our great public school system. The interests of the public school and of the Juvenile Court are one.

Our Reform Schools or Schools of Industry have their part to play in training our boys and girls. We are learning that so-called "incorrigibles" should not be placed with hardened criminals. We want *formation*, not *reformation*. These schools in our state have in many ways been excellent training schools. Of late there has been a decided movement to make them more truly educational in character. A boy now in the reform school, may, as a man, be of as great value to the state and to society as the boy in the public school. Because of certain weaknesses, these boys

and girls should not be deprived of those advantages bestowed upon their more fortunate fellows.

The reform schools and schools of industry should be made a part of our public school system. What the inmates of these institutions need is education. Public education should embrace all phases of public activity that have for their mission the training of our boys and girls. The California Council of Education should consider the matter of bringing more closely together the work of our public schools and of the Juvenile Court and the Reform Schools and Schools of Industry.

The article in this issue by Judge Beasley is worthy the attention of every teacher in the State. Admitting that his personal acquaintance with the graduates of our schools is limited largely to those who serve in stenographic, clerical or office capacities, the Judge shows a knowledge of general conditions such as to warrant the conclusions drawn. Here is another successful business and professional man who sees clearly that "calamity howling," as the term is used in our national congress, will not serve to get us "out of the woods."

OUR PROFESSION VIEWED
FROM THE OUTSIDE

It is of course true that in many instances the young people who have come from our schools are better prepared in the fundamentals than are those successful men and women for whom they work and who are themselves the product of the "good old school." It is just as true that as yet we are not giving sufficient attention to what the Judge calls "elementary things." And again, as is shown in the article, it is not so much a question of knowledge, as a *knowledge of where to go to get knowledge*. It is unnecessary to burden the mind with endless details, if the student can be so trained as to know where to go for information, and if he will persistently and logically "run down" the information of which he at the moment is in need.

It is, however, not enough that the public school deal simply with the mental development of the child. To be sure, the mentally deficient, the physically unfit, and the morally defective child must each receive a special kind of treatment, whether the abnormality is the result of heredity or environment. It is, however, important that every teacher be able to handle all simple matters relating to the child's physical needs. Problems of health and sanitation are fundamental to a proper teaching of arithmetic. The teacher must not rely entirely upon the specialist in these matters. And moral training is always of more importance than an ability to straighten out a tangled sentence or to locate in its proper geographical zone Tampico or Penobscot Bay. As the Judge says, the average teacher can tell more

"human interest" stories than the ordinary citizen can imagine. This is because she touches the child at every point and realizes that to be properly educated, he must not be cut up into physical, mental and moral segments.

Our schools are much better than the "calamity howlers" would lead us to believe. They do not, however, give sufficient attention to elementary things. The fundamentals must, more and more, be emphasized. Improvement will not come by constantly pointing out the bad. Neither will improvement come through complacency and self-satisfaction. It will come through emphasizing the strong features in our schools, in realizing that the schools must be bettered, and in substituting the thing needed for the thing to be deplored.

Educational folk in exalted positions frequently speak of "professional spirit," as though they had a "corner" upon this commodity. In a patronizing way they advise all teachers to magnify the profession; to think in terms of service rather than of salary; to realize that teaching is the noblest of professions. This is all well enough in its place. The teacher who thinks only of her salary warrant and the closing bell for the day, is, to be sure, not a real teacher. But aside from the few teachers who are worth to the profession less than they are paid, the great rank and file are progressive and professionally minded to the limit of their experience and light.

At a county institute recently held we traveled 51 miles by stage from the nearest railway station. But there attended that institute, girls who had crossed the mountains a distance of 75 miles. Three girls, no one of whom had a full year of teaching to her credit, traveled 100 miles on horseback. One teacher came 125 miles. Compulsory attendance, you say! Perhaps so. These teachers, however, brought to the institute a professional spirit, an open mindedness, a desire to know. As a result, they gave to their associates more than they received. They were real teachers.

It is no easy task for the normal school graduate and the high school graduate who passes the county examination, to begin teaching miles from home in some distant mountain district. It takes professional spirit and energy and grit and determination and courage and sometimes necessity to do this. If there is professional spirit anywhere it is found amongst the rural and the city teachers. Salary is not all, but for these teachers there should be a minimum salary and that considerably larger than the average salary of today.

The people of California will be called upon in November to vote on a proposition to abolish the poll tax. This is No. 10 on the ballot. It is vitally important that the school teachers of the State realize what this will mean to them. It means a loss in school revenue of nearly *one million dollars*. It means a loss of more than \$76,000 to Alameda County, more than \$100,000 to San Francisco County, more than \$161,000 to Los Angeles County, and, proportionate amounts to the total of more than \$600,000 to the other fifty-five counties of the State.

Remember that *all* State school money is used *exclusively* for the payment of teachers' salaries. If, therefore, *one-seventh* of the aggregate amount which the State provides for the support of Common Schools is lost to them, we are face to face with this situation: either teachers' salaries will necessarily be reduced on an average of 15%, or the school year will necessarily be shortened from six weeks to two months. Local taxation cannot safely be relied upon to overcome the deficit, especially at this moment of increased demands due to expanding needs.

In the May, 1912, issue of the SIERRA EDUCATIONAL NEWS, preceding the last legislative session, it was shown conclusively that to do away with the poll tax meant a handicap upon the schools, without any attempt to meet the deficit. Until a readjustment is effected whereby an amount of money equal to that provided by the poll tax, is secured to our educational system, every teacher, every father and mother and every friend of education should vote NO on amendment 10.

Constitutional Amendment No. 15, to be voted on at the November 3 election, exempts from taxation educational institutions on private foundation. In Southern California we have Throop College of Technology, University of Southern California, Pomona College, Occidental College, University of Redlands, Whittier College. In the North, important institutions affected are Mills College, Santa Clara College, St. Mary's and College of the Pacific.

Whatever opposing views may be held as to one or another of the various amendments proposed, every voter should help protect our educational system by declaring for taxation-exemption for these institutions. It is not enough to say that we have state supported universities. Each of the institutions mentioned is, in its own field, doing a splendid work. Not one of them is "money making," and, in consequence, each is, in the last analysis, performing public service. It is short sighted policy to penal-

ize an institution that relies for its support upon the public purse, particularly when the service rendered is a public service. Stand back of the small colleges.

Many teachers of the state are interesting themselves in the "Non-Sale of Game Act," to come before the voters at the next election on November 3. The United States Department of Agriculture says, "The free marketing of wild game leads swiftly to extermination." The work of the California Associated Societies for the Conservation of Wild Life, is doing much to make clear the necessity to vote for this law, which they state is very moderate and fundamentally necessary.

The Non-Sale of Game Act is No. 18 on the ballot. This measure was passed by both houses in 1913 and after receiving the Governor's signature was made invalid by the referendum. Certain species of ducks and pigeons are threatened with destruction, and it is time that common sense and decency prevail over the exploiters and destroyers of our wild game. Vote yes on this measure.

Of the other proposed amendments, several are of immediate and imperative concern to the teachers and school interests of the State. The University of California will be sadly handicapped unless amendment No. 11 on the ballot is enacted into law. \$1,800,000 is asked to be used for the completion and construction of needed buildings. This amount is none too large for the immediate needs of the University. The State University belongs quite as much to the people in the southern part of this great commonwealth as to those in the Bay region; and the dweller in the farthest valley to the north should feel as deep interest in its development as should the tax payer in the San Joaquin. The people must provide for the University and make possible more and better work. Having done this they may rightly hold the institution for results. The University belongs to the people. Those who do not support it should not presume to criticise it. Vote Yes on amendment 11. The calling of a constitutional convention, provided for in amendment 1 should receive the endorsement of every man and woman who has a vote at the polls. Everywhere interest should be manifest in amendment No. 2, providing for prohibition for California. All of the evils of society do not emanate from the legalizing of the liquor traffic. It is certain, however, that if the making and sale of intoxicants be prevented by law, we may expect these evils to be largely minimized.

THE PUBLIC SCHOOLS FROM THE PROFESSIONAL MAN'S STANDPOINT

DEFENSE OF THE PUBLIC SCHOOL SYSTEM

WILLIAM A. BEASLY

Superior Judge of Santa Clara County

"THAT the shoemaker should stick to his last" is a wholesome adage. Criticism of the public schools is a common thing. It frequently comes from people who perhaps do not understand the difficulties in the way of the education of our youth. I speak from a limited experience of a man acquainted as an employer and as an observer with the work of many business men and women, especially with the work of many girls and boys who have gone from the public schools into the various walks of business life. Naturally by own personal acquaintance has been more nearly concerned with stenographers and bookkeepers than with any other class of young people in business. I can speak with authority as to what is demanded by the lawyer, the doctor, the chief bookkeeper, the bank and the factory, of the boys and girls who leave the public schools to go into the employment of these commercial agencies.

All these employers want their employees to have a concrete knowledge of many elementary things. The employer wishes the girl who leaves the business college or the stenographic classes of the public school to know how to spell. If he dictates the word "eleemosynary," which perhaps she never has heard in her life, he wants her to either know how to spell it, or how to consult the dictionary without troubling him by asking him a question on the subject. If he tells her to direct a letter to Paramaribo or Zamboango, he does not want his stenographer to ask him where the place is situated. Possibly he may not know! He wants her either to know her geography well enough to direct a letter, in the first instance to Dutch Guiana, and in the other to the Philippines, or he wants her to have a knowledge of the use of her geography with sufficient speed and accuracy to find the information for herself. If he directs a letter to an unknown place in these days when all Europe is convulsed by war, he wants his clerk to have judgment, if she is compelled to consult her geography, to find the place; to know that it is unnecessary for her to first look to the geography between the lines of the contending armies. He wants her to have a sufficiently understanding mind to judge that he will not probably be directing a letter to that quarter of the globe today. A professional man wants his clerk to know enough of simple arithmetic to compute a sum in partial payments. He has not time to work out these problems, and he wants his boy or girl to be able to do simple sums in arithmetic with accuracy and speed; it saves his more valuable time. He wants the clerk also to develop sufficient judgment in the public school so that if he gives him a column of figures two feet long to add he will not undertake to do

the work himself, but will carry it to the nearest adding machine in some friendly institution and there have the addition performed.

This leads to the observation that what the professional or business man desires the public schools to do for his future employee is to teach accurately the elementary things which will be useful in his counting room or his office, and also to teach that initiative which is so well illustrated in Elbert Hubbard's famous essay entitled "Carrying a Message to Garcia." He wishes the clerk to know what he has learned; and to be able to ascertain readily without direction all the things which are within the reach of an easy investigation. In my own experience the public schools do accomplish these two results. I know more than one stenographer who corrects her employer's English. I have in mind a distinguished lawyer whose clerk straightens out the grammar of every sentence of any length which her employer dictates to her, and I know more than one clerk who knows far more about her employer's accounts than the employer knows himself. I have in mind some college graduates whose English is not nearly so good as that of the girl who left the seventh grade to enter a business college, and after a brief training in the business school, entered upon her duties as a confidential clerk. The young men and women whom I have employed personally have been striking examples in every instance of the efficient training of the public schools.

Now the ultimate purpose of the public schools is to teach the children of coming generations to be good citizens of our country. A good citizen should be an efficient citizen; a citizen whose life is successful within his or her mental and physical limitations. He should never become dependent upon the State for support unless on account of an unexpected and unpreventable misfortune. To train its pupils into efficient and useful men and women the public school is struggling day by day with many obstacles. These obstacles arise frequently on account of the condition of the children themselves; physical defects, mental weaknesses, which have either come by inheritance or by reason of the environment in which the children have been brought up, frequently render a child unable to take the training which the school is prepared to give.

Every teacher in our public schools is trained to be an observer of the mental conditions of his or her pupils and is also broadly informed as to the method of dealing with these weak places in the classes. To give these children a proper training it may be necessary that the State some time organize schools especially for their care, but meanwhile when the State has not done this to any great extent, the burden of training these little ones to usefulness, of bringing them up to the standards of life which will

enable them to earn their own livings and to perform the duties of citizenship, devolves in large measure upon the teachers in the grammar grades.

The State should not expect the public school to treat physical defects, a case of measles for instance. A specialist, a physician, is employed for that purpose. Nor should the State assign to the school the duty of repairing shattered spiritual natures; that duty is left to the church. Correcting of mental defection, in a measure, is provided for in separate schools, such as Glen Ellen. For the same reasons that these several phases of behavior on the part of the child are otherwise provided for, so the State has attempted, and rightly, to provide for the moral weaknesses of childhood. It isn't right to expect the school to cure moral disease, once set in, any more than it is in the other instances. So the Juvenile Court has been established to meet that need. An ideal Juvenile Court should be under the direction of a specialist, trained for the work.

The work of the Juvenile Court has brought this fact home to me with overwhelming force. A large number of the children who come into the Juvenile Courts as delinquents who have committed offenses against society, have had their mental growth dwarfed either by hereditary taint or by unwholesome surroundings. You can starve a child's mind as well as its body; and the child who has not had sufficient food during its early life is more than likely to develop weakness during the latter years of boyhood and girlhood. Society in our country has not yet been able to devise a means for overcoming this difficulty; frequently society does not know of its existence. The inefficient parent brings an inefficient child into the world, and then on account of inefficiency does not succeed in furnishing it with the comforts which would naturally strengthen its mind. After a time this child falls into evil ways and eventually comes into the care of the Juvenile Court. With this consideration in mind this court deals with these children upon the lines laid down by Judge Linsey and the other men who have given this work world wide fame. The constant feeling that it is not delinquency which is being corrected, but defects that are being overcome must be lodged in the mind of the magistrate who deals with juvenile misdoings and the teacher who deals with pupils of subnormal or abnormal mind. The average teacher in the public schools could tell more human interest stories of help given children than is imagined by the ordinary citizen out of touch with the work of this greatest department of our government. "It is the business of government to make it as easy as possible for these children to do right and as difficult as possible for them to do wrong." It is the business of the school, a business which is being well performed, to train children to be efficient and also to train them to be good.

CONTINUATION WORK IN SALESMANSHIP

GEO. M. WESSELLS

Instructor in Salesmanship, Polytechnic High School, Los Angeles

CONTINUATION classes in salesmanship for the benefit of department store employees were started in Los Angeles, Tuesday, April 14th, last. These classes met in a downtown building but were under the direction of the Department of Commerce of the Polytechnic High School. The number which the department store managers desired to have take this work was very much greater than could be handled last semester. Two sections were provided for, however, an equal number from each of seven large department stores being given part time off twice a week to take the work. No deduction was made in their salaries. The employers realize that the work will not only result in benefit to the student but also in benefit to themselves.

The classes for which provisions were made last semester accommodated 70 girls. There were two sections, one meeting Tuesday and Thursday, the other Wednesday and Friday. This semester another section for girls and a section for boys will be provided for.

Salesmanship is studied in two ways. Lessons are given on such subjects as, "Service and the saleswoman's attitude toward her work," "The different types of customers," "How to study merchandise," "Displaying goods," "Suggestive selling," etc. To impress these various phases of salesmanship on the student's mind, demonstration sales are given, emphasis being laid particularly on contrasting sales, the good versus the bad.

The work undertaken last semester was but a beginning. This fall we are starting courses of ten weeks' duration for the benefit of the new help of stores. They will be in the school during the morning and in the stores afternoons and Saturdays. During these ten weeks they will be instructed in textiles, color harmony and design, store mathematics, store penmanship, personal hygiene, home economics, and personal efficiency, as well as in store system and salesmanship. Having all this work based directly on what they are doing in the stores in the afternoons they are seeing the application and practical value of their schooling. They take, as a result, great interest. The reason is that school and life are brought in direct contact with each other.

In addition to the above we are arranging for classes of a similar nature for men. Subjects such as store management, store construction, window trimming, etc., will become part of the curriculum and ultimately we hope to cover all direct vocational subjects in this practical way. In a word we are going to instruct young people who are working part time, giving them work which may be applied directly and immediately.

Here in Los Angeles we have the management of every large store sympathetically interested in the welfare of their employees and in the

future of this continuation work. We have the enthusiastic interest of those who are taking and who need what we can give. In this connection the following extracts from letters received are worthy of note:

"A careful observation of your work as illustrated in the increased efficiency and consequent usefulness in our store, of the salespeople we sent you, convinces us that you have accomplished much for the salespeople of the city."

"We are pleased to state that the young ladies we are sending to the class appreciate the opportunity to improve themselves and feel that it is proving of great worth to them."

The future in this continuation work holds out limitless possibilities. A young lady would not think of going to work as a stenographer without previous training. Is there any reason why she should go to work as a saleswoman without previous training?

The problem of low wages is an educational one. It is the duty of the schools of this state and of every state to solve it. It is the duty of the educational system to do something to help these people.

YOUTH AND MODERN LIFE

M. V. O'SHEA

University of Wisconsin

THE chief cause of national as well as individual decay is lack of adaptability to changing conditions. Going about the Mediterranean Sea, one can observe abundant evidence of this law. Civilizations once strong and glorious have entered upon their decline, or passed off the stage altogether. Search for the reasons, and you will find that chief among them is lack of plasticity. Conditions of life have changed, but the people have not changed sufficiently to survive. Sooner or later people who do not modify their modes of living as demanded by new physical and social conditions will decay.

Probably most persons believe that civilization attained its highest point in Grecian and Italian cities. Athens, Rome and Florence are generally regarded as the chief sources of our civilization. In these cities, art, religion, law, and literature ascended to the highest point that has been reached at any time or at any place. But one who visits these cities today can hardly conceive that they once were the centers of highest civilization. They are on the decline, and it is only a matter of time until they will pass out altogether, unless they enter upon a new regime demanded by new conditions. What is true of these cities is true in principle of all cities and of all nations.

When a nation is young, the people are as a rule vigorous physically, intellectually, and morally. They live in a relatively simple and self-restrained manner. Their pleasures are not excessive, and their habits are calculated to conserve vitality. But as they grow older, there is a tendency for luxury to increase, and there is likely to be a more intense demand for sensuous stimulation. The people congregate in congested cities, primarily in order that they may receive continuous and varied stimulation. And the rising generation is apt to adopt the habits of adults too early. This is the case in the cities which have been mentioned. The young live among the adults, and very early are subjected to the stimulating experiences which the adults covet. While this sort of thing may not injure the adults, it is practically certain to arrest the development of the young. Students of human nature have often pointed out that too rapid ripening means early maturity, resulting in relatively low moral and intellectual attainments.

Go on the streets of Naples, and you will find boys and girls twelve and thirteen years of age who have the faces and the habits of adults. From the beginning they have been overstimulated. They have too early practiced the activities of adults, with the result that they become mature long before the proper time in order that they should attain the highest point in their development. Consequently they are only half developed intellectually and morally, and each generation seems to be grown up earlier than the preceding one. These children become blasé too early, though as very young children they are unusually bright and docile.

In an urban civilization, the young are apt to be overstimulated, and to become ripened before nature designed that they should. The longer the period of simplicity, plasticity, and docility in the young, the greater the chance of complete development for the individual and stability and progress for the nation. The Germans keep their youth simple and docile for a much longer period than the Italians, and this is undoubtedly one reason for the ascendancy of the former nation, and the decline of the latter.

Among us there are many influences at work that are tending to produce just such conditions as one finds in the older cities mentioned, which are already extinct or decadent. Our cities are built for adults. City life is extremely stimulating. It ministers to violent passions. The young often participate in this life even more than adults. Consequently American children are tending to become mature too early. One can find plenty of cases of boys and girls from twelve to fifteen years of age who are already blasé, and who resist the influences of the school, the church, and the home. There are many advantages in children participating in the interest and activities of adults, but there are many grave disadvantages in an urban civilization like our own.

The only solution of this comparatively new problem is to preserve in the city a kind of life for the young which is simple,—a life of games and plays, a life in the gymnasium and in the fields, a life away from the excitements of the city and the ballroom. If we cannot build our cities for the young as well as for the adults, then it is certain that we will ultimately go the way other civilizations have gone.

It is important to keep the young in mind in our city life, not only in order that they may be made simple and docile for a long period, but also in order that they may have proper conditions for sound muscular and nervous development. Nature intended the child to live under conditions where he could run and climb and work with his hands and yell and measure his strength with natural objects. But the typical city makes much of this sort of thing impossible. It tends to repress the natural impulse of the young for a motor life. This results in handicapping mental development, and it also tends to develop criminal traits. When the young are suppressed on every side, they will sooner or later try to take advantage of their oppressors. They will prey upon organized society. This is what the "gang" is for. One can observe this in Naples where the Mafia originated, and where its adherents are developed. They have become more or less feral. They are hunted and preyed upon, and they simply respond in a similar way.

Urban civilization tends to impose restraints and conventions upon the young too early, so that they do not get a fundamental basis for sound development. A child who becomes conventionalized too early becomes limited in the scope of his possibilities. This sort of thing is more or less inevitable, for the young and adults must live together under the same conditions. The only possible solution is to set aside public playgrounds, gymnasiums, and other facilities suitable for the young; to live their lives largely apart from adults, except as they come in contact with their parents in the informal relations of the home. If the public schools were all equipped with facilities for the young, including playgrounds, we could solve our problem fairly well. But such a happy situation does not exist today in American cities.

But one perhaps should be optimistic about the future. There are a great many forces at work in American life all tending to secure conditions for the proper development of the young. The Mothers' Congresses, the Child-Welfare Congress, Parent-Teacher Associations, Child Study Clubs, and similar agencies, all working together, may help us to solve these new problems which are pressing upon us with such terrific violence as a result of the rapidly changing character of our social life.

THE SCHOOL JOURNAL AND THE SO-CALLED INCORRIGIBLE BOY

MISS I. FURLONG

High School of Commerce, San Francisco

COUNTLESS institutes which we are bound to attend, tell us *how* to tell the incorrigible boy, but *what* are we going to tell him? They advise us to segregate him. Because we have not interested him? Because we have not cared enough to find something for him to do? Our fault, you say? Then why punish him? Not long since I heard a fellow sufferer whom we shall soon lose by the heaven-sent Pension Act, say, "I haven't time to pet so-and-so. He can do his work or get out." I think that the time is coming when we cannot afford not to "pet," but do not get a biased idea of that word.

It was in its translation and the application thereof that I stumbled upon a plan which amused, interested and apparently reformed several so-called incorrigible boys. Feeling that the really incorrigible characters are weeded out by grammar school "martyrs" I looked for something in or out of the high school course that would interest the "bad boys." I remember that a balky horse which my father used to drive, could be made to approach a certain river by one avenue only, a more difficult route than the popular highway. But my father used to laugh and say, "Let him have his way; the joke is on him, for he does more work in going that way."

On that basis I began my experiment. In the hall I found a boy—the notorious disturber of classes. Busy pupils could not be spared so I sent him off to the printer for my contract of the School Journal. In getting it he discovered a flaw which might have caused trouble later. I then made up my mind that he was the one whom I needed, as he was no dullard and had more leisure than anyone in school. That afternoon he figured out our advertisement proceeds to see if we could have so expensive a book. We could not, and I was unhappy. I showed him the pretty cover which I had wished to have and together we viewed the groups of pictures that must be eliminated. Fearful was I of the results of the familiarity, for I had heard it claimed by one that the boy was partially insane, by another that he had threatened a teacher. He sat down and looked at the cover design while I continued at my work. Now and then he gave me a sly glance and afterwards ventured, "I don't suppose they'd let me do anything for the Journal. I've been kicked out of nearly every class. You want that cover design and I can help the school to get it, but you have to be a sissy boy around here to be appointed on anything."

I knew that "they" meant me and I was already fascinated by this grit. So without looking up, I said, "Never mind about them, I'd like you to help me if you can spare the time." Of course he could and we

started to work. I assumed innocence as to his records in classes and we talked of nothing but the Journal. He was a wonderful worker, practical, neat, scrupulously honest and accurate to a cent. It was his business and he was "boss." He needed arithmetic that he might figure his balance, so, I heard, he was more attentive in that class. He was taking extra lessons in correspondence, for he did not wish me to call others to do our letters. The foreign language work he could not proof-read, as he had been a poor language student. A senior did that part of the work. His typewriting was accurate, for in it he could let his fingers have the action which they needed. I knew by his expression as he read the stories whether or not they had plots and I threw the jokes into the basket if he did not laugh at them. By this time he was taking double periods of shorthand so that, as he said, I could dictate the letters to him in the next term as I had to the "redheaded senior" whom I had called.

The drawings of the book of that term were, for the most part, his, and the book was a financial success. His report card was not honorary, but he was promoted. And the joke of it all is that several times since this happened, I have heard several boast that they scared him into doing his work. I was sworn to secrecy, and it mattered not by which avenue he approached the river, as long as he crossed it.

I wish I might enumerate the little hints I used to give him; I wish I might betray the acts I saw him doing in imitation of this teacher or other whom he had learned to respect. I wish I might trace for you the struggle of soul which that boy endured that he might pass the grade of certain classes. I never saw him in the hall again, and during the next term he was easily the best pupil in my "Warren Hastings Class." The experiment was a success and it cost me nothing.

During several successive terms, I have gathered the hardest cases from the upper classes and have put them to work on the Journal. Sometimes I feel guilty of the amount of time spent by them in this work, but in every case I find general improvement. They can receive no credit for the work, for the names which appear must be "straight S" pupils. The very fact that my boys will work without hope of credit or of even seeing a name in print, tells me that present precedent is inconsistent.

Most faculties hold that school activities are school honors, and should be indulged in by those only who can show perfect report cards. Until the idea is changed, we cannot get the best from our boys.

Meeting of the Department of Superintendence, N. E. A., at Cincinnati, Feb. 22-26, 1915. Hotels Gibson and Sinton are headquarters. No choice is offered, but those intending to go should make early reservation.

THE SCHOOLS MUST HAVE MORE MONEY

MARK KEPPEL

FOR the current school year 130 of the 155 common school districts of Los Angeles County have levied special taxes under the beneficent provisions of section 1840 of the political code.

46 districts have the maximum rate of 30c.

33 districts will receive less than they actually need. The chief sufferers are Alhambra, Glendale, Long Beach, Los Angeles, Pasadena, Pomona, Santa Monica and Whittier cities. Those districts have to educate 80% of the children in the county. It follows, therefore, that 80% of the children are suffering because the schools have an insufficient income.

Two remedies are in sight, viz., (1) to shorten the terms or to reduce the salaries of teachers and janitors; or (2) to increase the legal income of the schools.

The second remedy is the logical and sensible one. This increase should be accomplished by two pieces of legislation, viz.,

(1) An increase of the statutory allowance per unit of average daily attendance from \$13 to \$25 in fixing the county tax rate, and the removal of the 50c limit on the county tax rate.

(2) By the amplification of section 1840 of the Political Code so that three distinct funds may be provided under that statute, viz.,

a kindergarten fund,

a building fund,

an elementary school maintenance fund.

The maximum rate for the kindergarten fund should be 15c, for the building fund 15c, and for the elementary maintenance fund 30c.

These two changes in the law would assure the common schools ample funds for every purpose. There are very many changes being proposed in the school law. Many of the proposed changes are meritorious, and some of them are needed; but the two changes which I have named are absolutely fundamental.

I believe we shall come finally to the fixing of a unit of average daily attendance as a definite number of days in which school has been maintained. As the law stands now the actual school year is of indefinite length and a unit of average daily attendance may mean a term of any number of days from 120 to 260, and in exceptional cases less days than 120. Why not fix by law the number of days of attendance that shall constitute a unit of average daily attendance? I think 160 days should be the uniform divisor. A district should be allowed to count all its days of attendance in vacation or summer schools and in regular schools whether day or evening, and should divide the total by 160 or whatever number the state shall designate.

INHERITORS OR DEVELOPERS

LEROY E. ARMSTRONG

Los Angeles

ELBERT HUBBARD defines a conservative as "one who sits on the coat-tails of Progress and hollers 'Whoa!'" Certain it is that many people plume themselves on their safe and sane conservatism when they are merely illustrating the law of inertia—a body at rest tends to remain at rest. Mental stagnation is an adult disease far more serious than measles or mumps, or any other infantile disorder, because of the difficulty of eradicating it. The virulent cause, the active germ of stagnation, is complacency with our attainments and ways of doing things. Complacency slows the river of intellectual life and gradually films it into a pool. In playing whist once with a most estimable lady, she made a play sanctioned neither by whist rules nor common sense. Inquiring as politely as possible her reasons for the misplay, she said with a perfect dignity that was all-conclusive: "I have always played it that way."

Now we are so constituted that it is easy for us to detect stagnation in the other fellow's mental processes, but it is extremely difficult to diagnose our own cases. Take, for instance, the average man's attitude toward jury service. He will tell you unhesitatingly that Brown ought not serve on the jury that is to try Jones, because Brown's wife and Jones' wife are close friends. But if such a reason be applied to his own availability, he is confident that he can rise above such a consideration and give the prisoner at the bar a fair trial. On this point Hubbard has given us another good definition. "A real man," says he, "is a fellow who can sit on the fence and see humanity go by, himself included." Lots of people can see humanity go by, but fail miserably on the "*himself included*." It is easy to see that the other fellow's thinking apparatus is not sparking properly, but difficult to realize that our own engine is missing a stroke occasionally or oftener.

Is there any good reliable means whereby we may determine for ourselves whether we are really conservative or merely complacent? Can we get the power of seeing ourselves "as ithers see us"? Walter Bagehot, the incisive English writer, comes to our assistance at this point. He divides people into two classes—those who inherit their ideas or absorb them unconsciously from their environment, and those who have developed their ideas by using their minds. So we have the two classes, inheritors of ideas and developers of ideas. No doubt it would be difficult to find a perfect type of either class. We face a similar case in morality. We have good men and bad men. But no man is either white or black. We are all different shades of gray. But as a broad classification, good men and bad men is helpful. Just so with inheritors and developers of ideas. And Bagehot suggests a test whereby we may classify ourselves as inheritors or

developers. He says that when the views of the inheritor of ideas are challenged or disputed, there is a manifestation of impatience and anger, often coupled with invective and abuse. On the other hand, when the developer of ideas, the thinking man, finds his conclusions questioned, he remains sweet because he wants the truth; and if the challenger can show him the error in his position, he is glad to make the correction. With such a man a controversy is not settled by anger and invective—poor ways of arriving at truth—but by the submission of additional evidence. The rational man holds his opinions subject to constant revision. He regards his conclusions as tentative—working hypotheses only. He says with Emerson, "Do not hold me responsible today for what I said yesterday." The new day often brings new light, and new light means readjustment. Darwin held back the publication of his "Origin of Species" thirteen years to consider possible modifications, and then published only because of the rumored publication of a similar book by Wallace. Holding one's opinions subject to correction is a sign of intellectual health.

Now what bearing on teachers and teaching has this rather lengthy prologue? Great, because every teacher may be classified, according to Bagehot's scheme, as an inheritor or as a developer of ideas. How may teachers be enabled to classify themselves? How may those in supervisory control safely classify them? When a teacher says, "I have used this method for twenty years," the supervisor may hazard a guess as to her classification. But to make sure, the supervisor should apply the irritation test of questioning the method. If the teacher grows angry and incoherent, the diagnosis is complete. On the other hand, if a teacher meets the questioner sweetly, considers the objections thoughtfully, and decides what modifications, if any, shall be made in her method, the diagnosis is again complete—and happily satisfactory.

Why this markedly different attitude of the two teachers? The answer goes deep into pedagogy and psychology, and their relations to each other. The teacher who faces new views sweetly, hoping for betterment in her methods, is bigger than any method; for she has her feet planted on the firm rock of psychology. She knows that pedagogy deals with methods—methods of bringing children into helpful possession of desirable content. Pedagogy assumes a child on the one hand and subject matter on the other, and a knowledge of both is prerequisite to an intelligent discussion of method. All organization of subject matter is comparatively worthless unless that organization conforms to and ministers to the processes of mental growth in children. Hence any method that does not consciously root itself in psychology is merely a rule-of-thumb procedure. Pedagogy is the handmaid of psychology, and without her mistress is blind.

Children may be led to walk pigeon-toed mentally as well as physically, and thereby prevented from mastering the free stride that wiser methods would have insured. The thoughtful teacher knows all this, knows that any method must be tested at every step by educational principles, that pedagogy rationalizes itself in psychology. Having command of educational principles, this teacher welcomes criticisms of her method, for she has the means of testing the worth of these criticisms. She is a developer of ideas.

Now turn to the other type of teacher, who has grown accustomed to some method that produces fairly satisfactory results. If she accepted the method in the first place, through choice or by authority as a rule-of-thumb procedure, and since then has followed it unquestioningly, she will resist change. She will resist change and will manifest serious displeasure, because she has no means of testing the worth of the criticisms of her method. Lacking the ability to examine the educational foundations of her method, and thereby unable to rationalize it for herself, she strongly resents criticism. She can make no adaptive change in her method to meet it. She lacks the power of adjustment. She is using a method mechanically, and the method is running her. She must be classified as an inheritor of ideas, because she lacks the necessary psychology to test her rule-of-thumb method. Her attitude toward suggestions looking toward betterment of her method is a clear indication of her present and prospective worth as a teacher. For the student attitude—the habit of holding opinions tentatively and testing them intelligently—is the highest thing one may reach in his intellectual life.

THE PSYCHOLOGICAL MOMENT

ALLISON WARE

President State Normal School, Chico

THERE have been three great changes in our school laws during the present state administration. The first, free textbooks, was in response to popular demand; the second, a new state board of education, was an acknowledgment of the need for some sort of care of our state school system, and the third, inspired by the teachers themselves and made possible because of the humanitarian policies of Governor Johnson, is the retirement salary law,—better known as the Teachers' Pension Law.

Each of these is an important line of legislation and each is here to stay. But the big work from the standpoint of laws for school improvement and educational reform, is yet to be done.

California needs a better system of county school administration. County superintendents, as experts directing a great work, should not be elected.

The present county board system must be abolished and its functions placed in the hands of the county superintendent and his corps of deputies of whom there should be sufficient to give the rural schools a decent sort of care.

It may be that there is light enough to show us the way to a better system of district school administration. If the schools of a county could be placed under the control of one board of trustees elected to represent the whole county we would soon have the same degree of order, efficiency, and vision of service in our country schools as we are finding now in our best city systems.

Something too should be done to carry out the work already started by the new State Board of Education. That board and the office of State Superintendent must be brought together. There is no room in California for two state school administrations, but there is plenty of room and plenty of need for one.

The intermediate school has grown among us to lusty proportions without parentage or recognition in the laws. It is time that this institution was legitimized; that its teachers were given standing, and its work accepted.

Vocational education must soon find some expression in new laws and new courses of study. As a step in this direction, as well as in other directions, the high school should first be set free to do whatever work along lines of industrial, vocational, or part time instruction that the community requires.

What we are driving at is this: this is the day of opportunity for big things of a constructive sort through new educational legislation. The new State Board and its commissioners are searching for paths of progress. Our state legislature for two sessions has been, and in all probability for many sessions to come, will be willing and eager to do for the schools the best that it can. We have had and doubtless still will have in the Governor's chair a man who asks only one question when any legislation confronts him: Is it right?"

It ought to be the business of the teachers of the state, and the Council, to say what is right. It is their business to think clearly and to see far into constructive school policies. Whatever we do propose in the way of new law must be simple, direct, practical, and statesmanlike. If we have plans of such sort along the lines suggested we may, with the aid of a forward-looking state administration, place the schools of California first in organization among those of the land.

MEETING OF THE STATE BOARD OF EDUCATION

EDWARD HYATT

State Superintendent of Public Instruction

THE State Board of Education held its September session during the week of 14th to 19th, at the Capitol in Sacramento. The time was largely taken up in the preparation of the Board's first biennial report, which will include a resume of the accomplishments of the Board during the past year and an outline of its future policies.

Sixty-eight applications for the High School Credential were considered, and to forty-three of these applicants the credential was granted; thirty, unconditional and thirteen subject to the usual conditions imposed by the Board in such cases.

Among the resolutions recommended by the Textbook Committee and adopted by the Board, was one prohibiting members and employes of the Board from discussing with publishers' agents any textbook after its submission to the Board for adoption. This is similar to a former rule of the old State Board.

Seventy applications for the teachers' retirement salary were taken up and of this number, forty-nine received favorable action. The total annual amount necessary for these retirement salaries is \$23,349.95. Since none of them commence to accrue until October 1st and nearly all are subject to the deduction provided for by law, of twenty dollars per month, the amount necessary to pay these annuitants until the end of the current fiscal year, will be only \$8,482.47. This makes 259 names up to date upon the Retirement Salary Fund Record.

A rule of general interest was adopted by the Retirement Board at this meeting, and is designed to govern the action of the Board in the cases of teachers who had discontinued teaching several years prior to the passage of the retirement law, and who have returned to the profession since the enactment of the law. The rule is as follows:

"Resolved, that in the case of teachers who are affected by the two-year prohibition in Section 13 of the Teachers' Retirement Salary Act, and who seek to return to the profession, it shall be the rule of this Board that the minimum term of service that will be considered as admitting them to the benefits of the law, is a full school year in the district in which such service is rendered."

The Board ordered from the Teachers' Permanent Fund to the Retirement Salary Fund, to be used for the payment of retirement salaries during the current fiscal year, the sum of \$95,000. It also authorized the investment of \$25,000 of the Teachers' Permanent Fund in Modesto Irrigation Bonds.

The State Printer reported that a good stock of text books was on hand, enough to supply the demands for the rest of the year in most

subjects; but added that orders should be given at this time sufficient to last for a year into the future, as the meeting of the Legislature with all its multiplied activities would entirely interrupt the printing of books for many months. The Board thereupon authorized additional editions of geographies, readers, spellers, physiology, civics and writing books.

The Commissioners were instructed to set on foot investigations concerning all text books whose contracts were about to expire, and also text books in music and drawing.

ENGLISH AT SENTOUS STREET INTERMEDIATE SCHOOL

JULIA B. TUBBS

Sentous Intermediate School, Los Angeles

OUR experiment in English at Sentous Street Intermediate has now progressed over two years. It was based upon the hypothesis that a taste for literature can be developed in every child if caught in time and kept from the suspicion of being coerced. It was designed by a jaded teacher, hopeless of the situation in the High School where the opposition of many pupils to the reading habit was as permanently fixed as their aversion to the classics was eternally settled. The Intermediate School offered new hope, for here our embryonic High School pupil was still plastic, and the compulsory method which had pursued him since he first learned to read, had not yet brought him to bay.

The special feature of our course in the beginning was two parallel English classes in each of our seventh, eighth, and ninth grades. In one class the subject was the intensive study of a classic, in the other the extensive reading of good books on a level with the pupil's interest. The one class was made up of students who were already readers; the other, of pupils whose appreciation of the classic was impossible because lack of voluntary practice made the mere mechanics of reading an obstacle. In both classes, the "joy" side of the work instead of the "task" side was emphasized.

A change in plan the second year was made necessary by the success of our first year's experiment. Parallel classes were no longer needed except in the seventh grade. In the B9th grade the intensive study of *Ivanhoe* by all pupils was replaced by the extensive study of the classic novel. The aim of this course was to add to the pupil's taste for good novels, a taste for classic novels. If Scott did not appeal to him, he was at liberty to turn to Stevenson, Cooper, and Dickens. He was then encouraged to master the works of at least one great author; in fact, to add

to his store of book lore previously acquired, a substantial collection which would give him the satisfaction of real literary possession.

One evidence that we are on the right track was shown last June in a course in Hamlet in our A9th grade. The uniform enthusiasm and sympathetic appreciation of this greatest of dramas would have done credit to a twelfth year class.

This year we shall have completed the experiment. Our graduating class next summer will be that one which was first segregated in the B7th grade to make uniform its love of reading. It will have been exposed to three years of impulsion toward literature, instead of compulsion.

DR. SHEPARD RETIRES

Mr. James A. Barr, Director of Congresses, Panama-Pacific Exposition, makes the following announcement:

I regret very much to say that our National Secretary, Dr. Irwin Shepard, has, through a physical breakdown, been compelled to retire from active work. He will, however, continue to act as National Secretary in an advisory capacity until the close of the Exposition. I herewith submit a statement that may be of interest to you and to your readers.

Very truly yours,

James A. Barr,
Director of Congresses.

Dr. Irwin Shepard, for twenty years Secretary of the National Education Association, has for the past fifteen months been connected with the Panama-Pacific International Exposition as National Secretary of the Bureau of Conventions and Societies. He has been associated with James A. Barr, Director of Congresses, in the important work of arranging for a world series of Congresses, Conferences and Conventions. His many friends throughout the Nation will regret to know that on September 11th he suffered a severe heart attack which has compelled him, much to the regret of the Exposition authorities, to retire from the active work of the Bureau.

Dr. Shepard will continue to act as National Secretary, in an advisory capacity, as his wide acquaintance and organizing ability will make his services a great help in completing arrangements for the great series of meetings to be held in San Francisco from February 20th to December 4th, 1915. Secretary Shepard cordially concurs in this arrangement, gratefully appreciating the opportunities it affords for continuing in the service of the many important public interests represented by these Congresses and Conventions.

SCHOOL WOMEN'S DAY AND LUNCHEON

The State Federation of School Women's Clubs will give a School Women's Day and Luncheon at Hotel Oakland, in the city of Oakland, Oct. 24. There will be committee meetings, round table discussions, addresses and reports, and literary and social features. Luncheon will be served at \$1.50 per plate, check to be sent to Miss Z. W. Potter, Treasurer, 1415 Grove St., Oakland. Secretaries of the Clubs of the Federation are requested to send to the Secretary, Miss Alice Rose Power, 324 Phelan Bldg., San Francisco, a list of officers in their respective clubs. Copies of proposed resolutions should be sent to Mrs. Clara M. Partridge, Chairman Committee on Resolutions, 2413 Milvia St., Berkeley. Mary M. Fitz-Gerald is President of the Federation.

THE 1915 SESSION OF THE N. E. A.

DURAND W. SPRINGER

Secretary N. E. A., Ann Arbor, Mich.

THE National Education Association by formal vote resolved itself into an International Congress of Education for its 1915 meeting, and one year ago, appointed a commission to make plans for the same. August 16 to 28 were chosen as suitable dates in order to avoid the summer schools which have grown to such large proportions in recent years.

The topics agreed upon for the general sessions of the congress are as follows: The World's Educational Progress Since 1900; Educational Administration; Financing Public Education; Rural Education; The Adaptation and Limitation of Education to Various Classes of Children; Secondary Education; Vocational Education; Teachers' Organizations; Education of Backward Peoples; Agricultural Education; Professional Education; Higher Ideals in Education.

In addition to the general congress, departmental congresses will be held on the following subjects to each of which three sessions have been allowed: Educational Investigation; Kindergarten Education; Elementary Education; Secondary Education; Higher Education; Preparation of Teachers for Elementary Schools; Preparation of Teachers for Secondary Schools; Professional Supervision of Public Schools; Vocational Education and Practical Arts; Music Education; Business Education; School Hygiene; Physical Education; Science Education; School Administration; Libraries; Education of Exceptional Children; Relationship Between School and Co-operative Organizations; Rural and Agricultural Education; Classroom Teachers' Viewpoint on Educational Problems.

At our request, the United States Congress has, by joint resolution, authorized the extending of an invitation to foreign countries to appoint Honorary Vice-Presidents for the International Congress of Education. In addition to this, our association has extended invitations to similar organizations in foreign countries, asking them to appoint delegates. We hope that the war will not seriously interfere with the plans which have been outlined.

It is our purpose to issue a Laboratory Manual, containing full directions for utilizing the Panama-Pacific Exposition to its fullest extent. The officers desire that the 1915 meeting shall be the most practical and therefore the most helpful in the history of the N. E. A. From a personal inspection of the preparations which are being made by the Exposition authorities, and by the local committees of Oakland and with the knowledge gained from recent interviews with the presidents of the various congresses, I can confidently predict, that it will be.

HOW TO UTILIZE THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION FOR THE BENEFIT OF THE SCHOOLS OF CALIFORNIA

AN OPEN LETTER TO THE SUPERINTENDENTS, PRINCIPALS AND
TEACHERS OF CALIFORNIA

JAMES A. BARR

Director of Congresses of the Panama-Pacific International Exposition

San Francisco, October 5th, 1914.

To the Superintendents, Principals and Teachers of California:

You are most cordially invited to hold your 1915 Institutes in connection with the Educational Department of the Panama-Pacific International Exposition. Under the provisions of Section 1560 of the Political Code, "during the year 1915 the superintendent of any county, or city and county, or city school district may convene an institute with the educational department of any international exposition held within the State of California." I am sure there are many reasons why it will seem desirable to you to hold your Institutes under the provisions of this law. Permit me to submit for your consideration just a few of these reasons:

A STUDY OF EXHIBITS AT THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION

1. The educational exhibits at the Panama-Pacific International Exposition will be entirely different from those displayed at any past exposition. In the place of comprehensive exhibits showing the whole range of educational work of cities, states and institutions, special type exhibits will be installed showing, with little, if any, duplication, those lines of educational work in which cities, states and institutions excel. Through these exhibits you could bring your teachers in touch with the best educational methods of the world. To do this in the best possible way, let me suggest that after the Exposition opens in February, 1915, a committee representing your respective counties and cities, make a survey of the exhibits and select those to be studied during any Institute you may hold in San Francisco in 1915. In making this survey, and in selecting exhibits for study, you will have the full co-operation of the Educational Department of the Exposition.

LECTURES IN THE PALACE OF EDUCATION TO BE ILLUSTRATED BY EXHIBITS

2. In a similar manner, you could select exhibits in other departments for study by your teachers with, in any case desired, explanatory talks by the experts in charge of such exhibits. Any problems concerned with social economy, agriculture, horticulture, live stock, commerce, transportation, food

products, art, industry, etc., etc., could be systematically studied by your Institutes. Of course, this study could be made by groups of teachers, so that the teachers of each group might make special studies of those exhibits especially related to their work. In this way you could, through lectures, exhibits and demonstrations, bring your schools in touch with the best thought of the world. It should be remembered that in this way you will have opportunity to bring your schools in touch with world progress on any line you may select.

BRING INSTITUTES IN TOUCH WITH SELECTED GROUP OF CONGRESSES

3. One of the great features of the Exposition will be the series of Congresses, Conferences and Conventions, to meet in San Francisco at some time between February 20th and December 4th, 1915. Already some 300 of these great gatherings have been definitely scheduled, representing practically every line of thought—education, science, art, industry, history, agriculture, religion, city planning, fraternal, engineering, law, medicine, insurance, labor, etc., etc. Many of these Conferences will come in definite groups, so that it will be entirely possible for you to hold your 1915 Institutes in San Francisco in connection with any desired line of thought. This would enable you to secure lecturers on almost any line, and at reasonable cost.

INSTITUTES IN SAN FRANCISCO A SERVICE TO ALL CITIES
AND COUNTIES

4. The counties and cities of California are using every effort, through exhibits, to bring their products, industries, educational advantages, climatic conditions, etc., before the world. Certainly a thorough knowledge of the Exposition by the educational forces of your respective counties and cities would help to secure the desired results. And just as certainly, the educational lessons to be gained at the Exposition through holding your Institutes in San Francisco in 1915 would bring value to your schools.

DEPARTMENT OF EDUCATION AND BUREAU OF CONVENTIONS
AND SOCIETIES WILL CO-OPERATE

5. This Bureau, the Department of Education, and other Departments of the Exposition, could arrange for a limited number of Exposition talks or lectures for the Institutes held between now and the opening of the Exposition. Some of these lectures might be illustrated by moving pictures and stereopticon views, and would treat of the Exposition as a whole. Any talks from members of this Bureau or of the Department of Education would treat of exhibits in the Departments of Education and Social Economy and of plans for Conferences and Conventions.

UTILIZE THE EXPOSITION FOR BENEFIT OF THE SCHOOLS

Understanding the plans of the Exposition, and knowing something of the educational needs of California, I do not hesitate to say that you will be fully justified in holding your 1915 Institutes in connection with the Educational Department of the Exposition. Halls will be arranged for your formal sessions on open dates without expense to your Institute fund. This Bureau and the Department of Education will cheerfully and promptly co-operate with you in all desired ways in planning for any Institutes you may desire to hold in connection with the Exposition.

Faternally yours,

JAMES A. BARR,
Director of Congresses.

EDUCATIONAL EXHIBITS AT THE PANAMA-PACIFIC
INTERNATIONAL EXPOSITION

WALLACE HATCH

Superintendent Special Exhibits, Departments of Education and Social
Economy, Panama-Pacific International Exposition,
San Francisco, 1915

THE Department of Education of the Panama-Pacific International Exposition, is organizing a single unified exhibit dealing, so far as it is possible, with the leading phases of educational work in the country. Approximately one-third of the four and one-half acres of floor space in the Palace of Education and Social Economy has been assigned to domestic education. The remaining space is divided about equally between domestic social economy and foreign education and social economy.

In nearly all previous educational exhibits the various states and cities exhibiting have been invited to show their best in education. The immediate result of such an invitation has been the preparation of children's work on the one hand and charts, pictures, models, etc., showing all phases of education in each place on the other. In the coming Exposition states, cities and institutions are invited to exhibit only as they can convince the Department of their ability to prepare first class displays showing single lines of educational activity. Following out this scheme one state will exhibit centralized methods of school control, another de-centralization of control, rural schools, vocational training, medical inspection, school sanitation, school museums, school extension, work with atypical children, work

with deaf, blind and other special groups, manual, applied and fine arts education, open air schools, out-of-door education, agricultural training in elementary schools, high schools and colleges, military systems, higher education, playgrounds, domestic science, etc.

Many educational agencies will meet in or near San Francisco during the summer of 1915. These meetings to be fully successful must relate themselves very closely to the exhibits and laboratory work in education being planned by the Department. Arrangements are being made by which the Bureau of Conventions and Societies and the Department will unite in inviting leading experts in different lines to make critical studies in each of the lines covered by exhibits. These experts will prepare articles showing the results of their investigations which will be published in the various educational magazines and serve as guides to visitors to the Palace. Through the study of these articles visitors will know in advance concerning the location and character of exhibits of particular interest and will waste little time in fruitless search. Not all phases of education will be shown in the Palace. Many valuable contributions have been refused or not solicited for lack of space, but as a whole the educational exhibit in scope and character will be the most interesting and extensive ever gathered by an Exposition.

An exhibit on manufactures, machinery, mines, etc., is fairly complete when properly installed and demonstrated. An exhibit on education on the other hand is complete only as the principles outlined by charts, models, pictures, etc., are shown under actual class room conditions. The Department of Education of the present Exposition realizes fully this fact and is shaping its work for the double purpose first, of demonstrating the principles of education in a most thoroughgoing way and under actual school room conditions, and secondly, of giving the people of California both during 1915 and in succeeding years the very best in educational procedure that the various states and countries can organize for San Francisco, 1915. The Educational exhibit will fail unless by laboratory methods its principles are illustrated under normal class room conditions. California likewise will fail to derive adequate returns from its great investment unless during the coming year the best in education which is brought to its doors can be appropriated for the benefit of its citizens of the future. Every city and county of the State can assist the Fair and itself by showing to our visitors these newer educational principles in actual operation throughout the schools of the State. It can also give to the "Model School" which is to be one of the great attractions of the Education Department, such special assistance as later bulletins will show is required.

GOVERNMENT GUIDES FOR GEOGRAPHY STUDY DURING VACATION

R. S. HOLWAY
University of California

THE activities of the general government are manifold. They vary from the building of a Panama Canal to helping the people enjoy their National Parks during vacation time. Some recent publications are of especial interest not only to geography teachers but to all who love the mountains and who wish to understand as well as to enjoy the scenery of our State. Of unusual scientific merit and fascinating interest is a little pamphlet on the *Yosemite National Park* by F. E. Matthes of the U. S. Geological Survey. It begins with a brief history of the Yosemite Park and a short and simple but thoroughly scientific account of the evolution of the Sierra Nevada Mountains. To this is added a few pages on the climatic zones and the vegetation which are found on the slopes of the range. There is next a general description of the park as a whole and a well worded description of the processes of glacial erosion and of the resulting topographic forms.

The second half of the paper is devoted to the much discussed question of the origin of Yosemite and of Hetch Hetchy Valleys. A summary of various diverse theories which have been offered in the past—explosion of domes of molten rock, dropping of a fault block of the earth's crust, glaciers, etc., etc.—is followed by a clear presentation of the modern theory now commonly held. This may be stated in bare outline under three heads. The peculiar features of these valleys are due, primarily, to the ordinary canyon-cutting, erosive action of rivers; secondly, to repeated ice invasions which have deepened and broadened these river-cut gorges; and, lastly, both water and ice erosion have been controlled by the peculiar systems of joint planes, which characterize the granite in which these valleys have been cut.

The pamphlet is most effectively illustrated by photographs chosen not merely for their beauty but also to illustrate physiographic processes and results. The paper may be obtained for 10c by addressing the Superintendent of Documents, Washington, D. C. Coin or post office order should be inclosed, *not stamps*.

The two topographic maps most needed in reading this report can be bought of the Director, U. S. Geological Survey, Washington, D. C. The one for 10c, Yosemite Valley, shows on a large scale the features of the valley itself. The other, of entire park, costs 25c or 35c folded and with covers for field work.

A worthy companion pamphlet to that on Yosemite is one by J. S. Diller on *The Geological History of Crater Lake, Oregon*. Another of scarcely less interest is entitled, *Some Lakes of Glacier National Park*,

WHY ATTEND HIGH SCHOOL?

by *M. J. Elrod*. These are also sold by the Superintendent of Documents for the nominal price of 10c. An additional 25c to the Superintendent of Documents will bring a fine panoramic view in colors of Yosemite or of Crater Lake. Readers of the *SIERRA EDUCATIONAL NEWS*, both East and West, should plan to combine a visit to the California Expositions with a trip to the Yosemite Glacier Park, Crater Lake or some other of our great National Parks.

WHY ATTEND HIGH SCHOOL?

Principal W. H. Masters of the Roseville Union High School has issued an attractive booklet, in which under the caption "Why Attend High School" are some interesting and instructive statistics.

Does Education Help One to Success?

The census of 1900 showed 14,794,403 men over thirty years of age in the United States and these were classified educationally as follows:

Class 1—Without education 1,757,023. Class 2—Common school training 12,054,335. Class 3—High school training 657,432. Class 4—College training 325,613. "Who's Who" reported 10,705 notables as follows: Class 1—00% None out of 1,757,023 men; no chance. Class 2—12% 1,368 out of 12,054,335; one chance in 8,812. Class 3—15.1% 1,727 out of 657,432; one chance in 404. Class 4—72.2% 7,709 out of 325,613; one chance in 42. These men received their training prior to 1870, and it appears:

1. That the uneducated boy failed entirely to become notable in any department. 2. That the boy with a common school education has one chance in 8,812. 3. That the high school increased his chance twenty-two times, or gave him one chance in 400. 4. That college training increased his chance 220 times—ten times over the high school and gave him one chance in 42.

These figures are based on nearly 15,000,000 cases and are substantially correct. They are so certified by the Commissioner of Education at Washington. They pertain to men, but are just as true of women. Education is practically her only door to eminence. Which chance will you take: One in 9,000? One in 400? Or one in 42?

You could not have the one chance in 400 or one in 42 without the high school.

School Activities

To learn books is not all of school life. Supervised school activities is becoming an essential. They teach the participants to give and take hard knocks under complete self control. This is a great education for life.

The school made a very creditable showing the past year and still better results are expected. The boys' and girls' basket-ball teams will have competent supervisors and coaches. The baseball team will have one of the best coaches in the state. The athletic field will be fully equipped and supervision given to all games.

The date of the Bay Section meeting, C. T. A., has been postponed from the holiday season until the spring. The meeting will be held in San Francisco, and many counties will join, the law passed by the last legislature permitting counties to hold their 1915 sessions in conjunction with any International Exposition. A great meeting is expected.

TEACHERS' PENSIONS

Interesting Statistics Compiled by C. S. Pixley, Chief Clerk, Retirement Salary Fund Board

Annuityants retired by S. F. under old law and certified by Board.. 73
 Annuityants retired by Alameda County..... 9

Total received under old law..... 82

Applications considered in March, 1914, 82; granted..... 69
 Applications considered in June, 1914, 87; granted..... 61

Total212

Died since January 1, 1914..... 2

Annuityants now on list210

Applications postponed in March and reconsidered in June, 9; granted, 7
 Total number of applications denied at March and June meetings, cases
 that evidently cannot be perfected, 7.

New annuityants south of Tehachapi (March) 9; (June) 19; total....28

New annuityants Bay Region (March) 32; (June) 25; total..... 57

New annuityants scattering (March) 28; (June) 17; total..... 45

Average age of 68 of the 69 annuityants listed in March..... 60.8

Average age of 60 of the 61 annuityants listed in June..... 62.5

Average age of 128 annuityants above mentioned..... 61.6

Of the recently granted retirement salaries, 17 have been for disability, the teaching experience varying from 15 to 29 years, with average of 22.17 years.

Of the teachers retired under the old law, 19 were retired for disability, the teaching experience ranging from 16 to 29 years, average, 23 years.

Total retired for disability, 36, average experience, 22.6 years

Amounts paid for retirement salaries:

Half quarter, August 15, 1913, to Sept. 30, 1913.....\$ 4,478.27

Quarter ending Dec. 31, 1913..... 8,956.67

Quarter ending March 31, 1914..... 8,838.60

Quarter ending June 30, 1914..... 13,651.15

Total \$35,924.69

Necessary to pay retirement salaries for quarter ending Sept.
 30, 1914 \$17,919.46

Necessary to pay retirement salaries for fiscal year ending
 June 30, 1915, to annuityants already on list..... \$75,606.78

Estimated increase to pay salaries granted during year..... \$15,000.00

Receipts from old annuity funds of various counties:

San Francisco \$45,689.28

Alameda 13,000.00

Lake 11.51

\$58,700.79

Of the above, \$57,000 is already invested in securities, according to law; the balance of \$1,700 is available for investment and may not be used in any other way.

Receipts from inheritance taxes for 1913 (approximately)..... \$79,000.00

Receipts from inheritance taxes for 1914 (approximately)..... 89,000.00

Receipts from deductions from salaries (approximately)..... 60,000.00

Estimated annual receipts from deductions from teachers'
 salaries \$100,000.00

Our Book Shelf

Business English and Correspondence. By Roy Davis and Clarence H. Lingham. Ginn and Company, pp. 310, price \$1.00.

Business English and Correspondence is a practical textbook for use in secondary and commercial schools. The first five chapters deal with the essentials of grammar and composition. The authors have successfully avoided too much "theory" and instead have included just enough of the basic principles of grammar and composition to lay a strong foundation for business English.

The remaining chapters of the book take up the various forms of business composition, both oral and written, with an abundance of drills based on interesting business models. The book is thorough, practical and of real value to any class in commercial work.

The exercises and illustrative material savor of the real business establishment and not of the office of the head of department of English. The forms used are the "real thing" and are, therefore, almost certain to arouse greater interest in the work.

Popular Folk Games and Dances, and Children's Singing Games, Old and New. By Mari Ruef Hofer, Federal Publishing Co., Chicago.

These excellent, paper-covered, reasonably-priced books on Children's Songs, Dances and Games are unusually well adapted for the purposes of the school, playground and social center. Mari Ruef Hofer is no mere compiler. As a result of close contact with actual conditions in school centers she has embodied her extensive experience in a most practical way. Any teacher using these books can instill new life in the school and on the grounds. Words, music, suggestions for national costumes, and singing games with an explanation of their sources, directions for play—are all arranged in a simple and interesting manner. The "Forewords" give the keynote of these valuable books: "The assimilation of vast numbers of foreign peoples into our own body politic calls for more than a casual recognition of the elements which have helped fashion their national life." Also: "The singing game is truly the inheritance of the childhood of all nations."

Primary Handwork. By Ella Victoria Dobbs, Assistant Professor of Manual Arts, University of Missouri. The Macmillan Company, pp. 124, price 75 cents.

"Primary Handwork," as the name suggests, is intended "for the use of grade teachers who have had little or no training in handwork processes, but who appreciate the necessity of making worthy use of the Child's natural activity and desire to do."

Sixty-one illustrations are used to supplement the suggestions in such chapters as Paper Cutting and Poster Making, Booklets, The House Problem, The Village Street, Animals and Toys, Holidays, and General Suggestions. Primary Handwork is just the book for the grade teacher to utilize the surplus energies of the school child. Such books have proved to be valuable aids to vocational guidance. Miss Dobbs has succeeded wonderfully well in hitching up the handwork processes with the other activities of the child. As a foundation for a study of the industries, the book is excellent.

Family Expense Account. By Thirmuthis A. Brookman, Formerly Head of Mathematics Dept., Berkeley High School. D. C. Heath & Co., pp. 100, price 40 cents.

Here is a text book in arithmetic based on real life. The title is the "Family Expense Account," and it is written by Miss Thirmuthis A. Brookman, formerly a teacher in the high schools of Southern California and more recently head of mathematics in the high and intermediate schools of Berkeley. The work is adapted to the seventh and eighth

grades and should also appeal strongly to the home economics department of normal schools.

The arithmetic grows out of the experience of a family of moderate circumstances and follows their attempts to adapt expenses to income and income to expenses and to meet the events, vicissitudes and accidents of life. It covers well the usual modes of investment and expenditure. It also compels the pupil to determine the best modes of each and incidentally what he himself costs his parents, what a term of school means in dollars and cents, and what is the financial loss of non-promotion. He is compelled to determine the best ways of spending money and where and how to save.

I have found teachers endeavoring to do this sort of work in a more or less successful way and always with a marked inspiration for themselves and their pupils, but they have almost uniformly expressed their desire for some guide so that they might know when they had covered the ground adequately and, moreover, the constant gathering of new material frequently becomes a real burden. This book should answer their needs.

The book allows of expansion along definite lines to meet local situations. It roots arithmetic in the soil of real experience and is altogether the most hopeful contribution I have seen to the arithmetic situation in our grades. It should be in the hands of every pupil of the seventh and eighth grades.

Lewis B. Avery,

Assistant Superintendent Schools, Oakland, Cal.

Eclectic English Classics. American Book Company. **Swift's Gulliver's Travels.** Edited by Charles Robert Gaston, Richmond Hill High School, New York, pp. 152, price 20 cents. **Bunyan's The Pilgrim's Progress.** Edited by Grace Latimer Jones and Marguerite I. Arnold, Columbus School for Girls, Columbus, Ohio, pp. 208, price 20 cents. **Shakespeare's Henry V.** Edited by Frederic Honk Law, Stuyvesant High School, New York, pp. 136, price 20 cents. **Macaulay's Speeches on Copyright and Lincoln's Address at Cooper Union.** Edited by L. A. Pittenger, Kent Normal School, Kent, Ohio, pp. 94, price 20 cents. **Selected Poems and Tales of Edgar Allan Poe.** Edited by Roscoe Gilmore Stott, Eastern Kentucky State Normal, Richmond, Kentucky, pp. 172, price 20 cents.

These excellent little additions to the well known Eclectic series have just been shipped to the Coast and ready to be sent in to the schools and teachers of the state. Five for a dollar!—sounds like a bargain sale—and it is. Good printing, good binding, and good editing—and very reasonable prices—are the unusual features of the five new books of this series. And they are handy—fit the pocket or the hand bag.

City, State and Nation. By William L. Nida, Supt. Schools, River Forest, Ill. The Macmillan Co., pp. 331, price 75 cents.

As the title indicates, the book is divided into Three Parts—The City, The State, and The Nation. Mr. Nida, realizing the weakness of similar publications which are "mere analyses of governmental forms," has instead written a textbook on citizenship that is "teachable, tangible, and constructive on real citizenship."

Part I includes such chapters as City Planning, City Health, City Housing, The Problems of the Poor, Public Recreation, Schools, Taxes, and a number of other interesting phases of city government.

Part II deals with County Government, State Government, The Voters, Elections, etc. Part II includes The Central Government, Congress, National Courts, Political Parties and the various departments of government.

Throughout the book Mr. Nida consistently writes from the viewpoint of the youthful student of government, and not from that of the veteran statesman or the school man.

Gleanings

From Topeka, Kansas, comes the following message: "Please change the copy you have been sending to 'The Kansas School Magazine' to 'The Kansas Teacher.' We cannot get along without 'Sierra.'" The new publication is the official organ of the Kansas State Teachers' Association and starts out with 6,000 subscribers!

"Cordially yours,

"D. A. Ellsworth,

"Editor and Secretary."

Good luck!

At Eureka, Supt. George Underwood, of Humboldt County, called to his aid at the annual institute, Messrs. Will C. Wood, W. G. Hartman and Chas. E. Rugh. The sessions were largely attended, the work attractive, and the social features of the institute, well worth while.

Pasadena Bond Election.—Will be held on October 20 for the purpose of raising \$24,000 to pay back salaries of elementary school teachers, and contingent expenses

amounting to about \$10,000. Although the same proposition was defeated at a recent election the vote was so light that the board felt that it did not express the wishes of the majority of Pasadena voters.

At Middletown, in Lake County, a high school has been organized. The Clear Lake Union High School Board has voted money for the transportation of pupils from Upper Lake to the high school at Lakeport. County Superintendent Miss Hettie Irwin is doing much for the advancement of education in Lake County.

The Seven Southern Counties will unite in making an exhibit of school work at the Panama-California Exposition. At a recent meeting of the County and City Superintendents, Mark Keppel was elected chairman and Hugh J. Baldwin, secretary. The latter was also elected Superintendent of Exhibits. All work for installation will be sent in care of Mr. Baldwin.

Free Instruction in Palmer Method Penmanship

The Palmer System means well-trained teachers, personal supervision by Palmer experts, concise textbooks, and economy. The results obtained by the Palmer Method of Business Penmanship are unparalleled. We are the acknowledged leaders in the reformation of penmanship in the public and private schools of America. The Palmer Method Plan is sound pedagogically; wherever it is followed the penmanship of the pupil is raised to a high standard and enthusiasm is maintained among both teachers and pupils. The school committee of Boston has adopted the Palmer Method exclusively. The Palmer Method is being taught in about ninety per cent. of the Catholic schools of the country.

We are specialists. We realized that teachers cannot teach that which they do not know, and organized our ten-dollar Normal Course by Correspondence;—It is free wherever the Palmer Method is adopted. In New York, Boston, Chicago, Grand Rapids, Detroit, and hundreds of other cities, we have been training, on an average, over 30,000 teachers each year for the last five years. We also have special expert instructors who travel about holding conferences with teachers and giving model lessons in classrooms.

Our textbooks consist of a course of lessons in sequential order, each lesson being a preparation for what follows and a review of what precedes. There are but two books: one, entitled The Palmer Method of Business Writing (wholesale price 16c; single copies, postpaid 25c), for pupils of the third and all other grades above, also for the commercial departments in high schools; and the other, for first and second year pupils, entitled Writing Lessons for Primary Grades (wholesale price 10c; single copies, postpaid, 20c).

All we ask is an opportunity to demonstrate the claims we make. For particulars address our nearest office.

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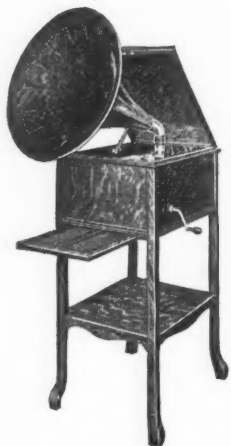
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Say you saw it in the Sierra Educational News



The Victor in Junior Chautauqua, Bucknell College Campus, Lewisburg, Pa.

Did you attend Chautauquas this summer?



Victor XXV
\$60 special quotation
to schools only

The horn can be removed
and the instrument securely
locked to protect it from dust
and promiscuous use by irre-
sponsible people.

If so you probably found the Victor giving the children the time of their lives in folk dancing, under the instruction of the Junior Director, for our records were used in more than 500 Junior Chautauquas.

Have you heard the new Patriotic records listed in the September supplement? The historic treatment of "Dixie" and "Yankee Doodle" will certainly prove strongly educational as well as enjoyable.

The four songs studied by the Committee of the Music Section of the N. E. A. in an effort to arrive at some standardization, are given in the version adopted by the N. E. A. for use in schools. Write for information.

Educational Department

**Victor Talking
Machine Co.**
Camden, N. J.



Among Our New Advertisers.—The Luther O. Draper Shade Company, represented by Mr. C. H. Kenworthy, Whittier, Cal.; the C. F. Weber Co., with offices in San Francisco and Los Angeles; the A. N. Palmer Co. of New York, and the Keystone Type Co., of San Francisco. You are urged to read their ads and to write them for information should you be planning work in their line.

Secretary D. W. Springer of the N. E. A. spent the week of Oct. 12 in Oakland, making arrangements for the N. E. A. and the International Congress of Education to convene in that city on Aug. 16, 1915. Local committees are in process of formation and arrangements for the greatest educational meeting ever held are well under way.

The Countersign, published by the students of the Los Angeles Military Academy, contains in a recent number, an article by Dr. Angus Mackinnon, on "Mother-

Tongue: A Plea." This article is based upon a symposium and editorial in the Sierra Educational News. Mr. Mackinnon discusses in a direct and excellent fashion the trends and weaknesses in our public school system. He has definite ideas on the place of such excellent schools as he represents. He has something to say and he knows how to say it.

Household Chemistry, including nursing, medicine and housekeeping, will be taught in one of the classes at Hanford Union High School under the supervision of Mr. J. B. Ely. The installation of courses in manual training and domestic science has resulted in a material increase in the attendance.

Common Ground is the title of a publication issued for the first time in June by the Massachusetts Teachers' Federation. It is a double column magazine of thirty pages, and contains much valuable information for teachers generally.

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Say you saw it in the Sierra Educational News

Better Service for Less Money

Textbooks and Other Necessities

During the last ten years the price of nearly every article in common use has advanced from ten to fifty per cent. But we have not advanced the selling prices of our books one cent. It is true that our materials and labor have cost us more. But improved manufacturing processes in our great factories in New York and Cincinnati have enabled us to hold the prices of our books level.

Reduction in California Prices

Heretofore, our books have been sold to teachers, schools, and dealers in California at ten per cent less than list. The opening of the Panama Canal means a lowering on freight charges. So we are now selling our books at twenty per cent less than list, f. o. b. San Francisco or Los Angeles. Twenty per cent is the discount given throughout the Eastern States. Distance from our factories will no longer affect the discount—it will be the same in California as in New York and Ohio.

Los Angeles and San Francisco

To meet more adequately the school-book needs of our rapidly increasing population, especially in Southern California, we have established permanent offices in Los Angeles. Our San Francisco offices remain the same. Orders or inquiries will be given prompt attention at either office. Both time and transportation charges will be saved by placing orders at the nearest office.

American Book Company

565 Market Street, San Francisco
252 South Spring Street, Los Angeles

New York

Cincinnati

Chicago

Say you saw it in the Sierra Educational News

Rand, McNally & Co. announce that Mr. Robert M. King has entered their service in the educational department. Mr. King brings to his new work a knowledge of and sympathy with educational endeavor that merits the best wishes of the profession.

Silver medals have been presented by State Superintendent Edward Hyatt to Lowell Truebody of Napa, and Lester H. Sager of Rialto. The first has a record of school attendance of thirteen and one-half years without an absence or a tardy mark, while the second comes in a close second with twelve years to his credit.

The Gondolier, published by the Venice Union Polytechnic High School, contains in September, the annual report and courses of study for the school. The new buildings, just completed, are now occupied. A fire destroyed the old building just as the school was moving out and some of the records and other equipment were lost.

One of the very best pieces of work touching the consolidation of rural schools, is a 44 page booklet issued as a special report of the Department of Education of Manitoba. This gives data on consolidation, difficulties to be overcome, advantages to accrue, and methods to bring about the desired results. The illustrations bear directly upon the text. Copy may be had by writing the Department of Education, Manitoba.

At the recent N. E. A. meeting at St. Paul, the report of the committee on Vocational Education was presented through its chairman, Robert J. Fuller of North Attleboro. This report is a pamphlet of 64 pages and should be in the hands of every one interested in the matter of vocational education and vocational guidance.

Dr. John H. Gray, Head of the Department of Economics and Political Science, University of Minnesota, delivered three epoch-making addresses before the southern

Draper's "Sanitary" Adjustable Window Shades



use cotton duck and have a positive acting roller. We lead the market for **service, adjustability, and wearing properties.** A number of California Schools are now using these shades.

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C. H. Kenworthy,
Whittier, Calif.,
State Representative.



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- I Purpose of the Lesson.
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section of the California Teachers' Association at the last session. These lectures on Vocational Education have been brought together in pamphlet form and published by the Santa Monica City Board of Education. In the foreword by Superintendent Horace M. Rebok, it is shown that half of the edition has been requested in advance. Mr. Rebok will be glad to send copies on request, as long as the edition lasts. The publishing of these addresses by the Board of Education stamps that body as exceedingly progressive.

The educational world loses one of its long time leaders by the death of former Superintendent Frank Rigler of Portland, Oregon. He came first to Oregon in 1885, and became superintendent of the Portland schools in 1896. For the past

year, since his resignation from the superintendency, he has been actively engaged in the vocational school department of Portland.

Mr. F. M. Fultz of Santa Barbara, and member of the California Council of Education, has, during the last few weeks, been doing institute work throughout the Northwest. From reports received, Mr. Fultz is bringing to the teachers some very interesting and helpful work.

A joint institute of Santa Cruz and San Mateo counties was held at Mt. Hermon, Supt. 7-10. A notable feature of the program was that it was not filled over-full, as is so frequently the case with institutes. Superintendents Cloud and Price, Dr. Richard G. Boone, Miss Clara Barnheisel, A. J. Cloud, David R. Jones and many local teachers took part in the discussions.

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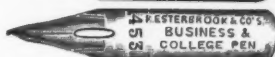
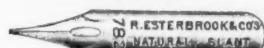
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"Last Chance Month."—October is what publishers call the "Last Chance Month" for magazine bargains. By special arrangement with leading magazine publishers members of the California Teachers' Association are afforded an unusual opportunity to subscribe for the best magazines at a great saving. See announcement on page 600. Remember this is Last Chance Month.

The American Book Company have opened permanent offices in Los Angeles at 113-114 Stimson Bldg., corner 3rd and Spring Sts. Attention is called to their ad in this issue on page 584.

Miss Katherine Devereux Blake, Principal of Public School Number Six, New York City (Manhattan), who is president of the Association of Women Principals of New York City, wrote recently some modern and timely lines to be sung to the tune of the Star-Spangled Banner. The hundredth anniversary of the writing of the Star-Spangled Ban-



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Why Discriminating Schools Select the Isaac Pitman Shorthand

The following is one of many letters sent to the Principal of one of the largest and most influential Business High Schools where a change of systems was found desirable.

"During the eight years I taught in the Commercial Department of the New Haven, Conn., High School, we used the Isaac Pitman system and found it most satisfactory. The excellence of the text book, with its systematic and logical arrangement of the lessons, made progression on the part of the pupil both rapid and easy; while the great amount of supplementary matter in the way of dictation and reading exercises enabled the pupils to acquire not only speed and accuracy in writing, but a much wider vocabulary and increased knowledge in expression so necessary to the pupils in this course. On leaving school our graduates invariably obtained good positions, the result of their ability to make intelligent transcriptions.

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"You, of course, are well aware of the success of the writers of the Isaac Pitman system in the different Shorthand Speed Contests; but you will agree, undoubtedly, that the true test of the system is not alone the superior result obtained by the highly trained expert, but rather that obtained by the ordinary student in our Public Schools."—Elizabeth H. Hughes, Dickinson High School, Jersey City, N. J.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools and particulars of a Free Correspondence Course for Teachers.

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Adopted by the New York Board of Education.

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ner by Francis Scott Key was celebrated the country over. The words by Miss Blake are much more appropriate in this day and generation than the words written a hundred years ago. They are given below.

Oh, say can you see, you who glory
in war,
All the wounded and dead of the
red battle's reaping?
Can you listen unmoved to their
agonized groans,
Hear the children who starve, and
the pale widows weeping?
Henceforth let us swear
Bombs shall not burst in air,
Nor war's desolation wreck all this
is fair.
But the Star-Spangled Banner, by
workers unfurled,
Shall give hope to the nation and
peace to the world.

The World Book Company loses by death its Managing Editor, Mr. Charles Welsh. Mr. Welsh has been long known in the educational world, having done creditable work

in London. He was later connected with the publishing house of D. C. Heath & Co. and with the International Correspondence School. He was an authority on children's literature and domestic science. His work with the World Book Co. has attracted most favorable comment.

The Tokay for 1914 is the annual students' publication of the senior class of the Lodi Union High School. This is rather a remarkable publication of 125 pages, beautifully printed and illuminated with photographs of faculty and students and original matter by the class members. Such work should receive credit in the English department of the high school.

Conference on Training Teachers.—The United States Commissioner of Education has called a conference of specialists in charge of Departments in State Universities, Normal Schools, and other in-



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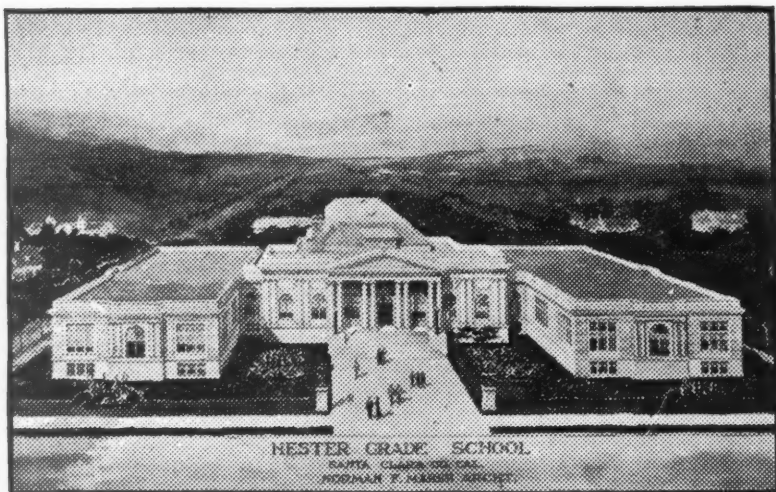
tests and balances color by measurement. The middle colors with gray, black, and the maxima of red, yellow and blue, on which the Munsell Color System is based, should be used in the form of crayons, water colors, atlas of charts, color tree, sphere, etc.—the only way to obtain an accurate knowledge of color harmony. The Munsell Color System is used in leading art schools, universities, colleges and in the public schools of New York and other cities. To introduce this system we will send you box of water colors and camel's-hair brush for 40c in stamps or money order—regular price 50c.

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stitutions, for the training of teachers for vocational schools, and presidents or directors of such institutions, to be held in connection with the 1914 Annual Convention of the National Society for the Promotion of Industrial Education, Richmond, Va. Cards of admission should be addressed, before December 1st, to W. T. Bawden, U. S. Bureau of Education, Washington, D. C.

Assistant in Rural Education Woman (\$1,800), October 27, 1914. The United States Civil Service Commission announces an open competitive examination for assistant in rural education, for women only. From the register of eligibles resulting from this examina-

tion certification will be made to fill vacancies in this position in the Bureau of Education, Department of the Interior, Washington, D. C., at salaries of \$1,800 a year, and vacancies as they may occur in positions requiring similar qualifications, unless it is found to be in the interest of the service to fill any vacancy by reinstatement, transfer, or promotion.

Persons who meet the requirements and desire this examination should at once apply for Forms 304 and 2095, stating the title of the examination for which the forms are desired, to the United States Civil Service Commission, Washington, D. C.; the Secretary of the United States Civil Service Board, Post Office, San Francisco, Cal.

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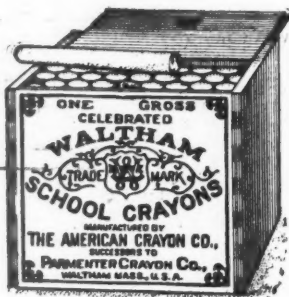
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At Pasadena High School instruction is now given in Domestic Science and Home Economics lines to housewives. On two afternoons of the week the practical side of the work is offered and on two additional afternoons, lectures may be heard by the class members. There is a registration fee of \$2. The courses are becoming very popular.

Moving Pictures for New York.—The Board of Education of New York will ask in the 1915 budget for funds to install moving picture booths in a number of schools to be selected at a later date. Ten schools in Manhattan and a similar number in Brooklyn will be fitted up, and eight more in the Bronx, Queens and Richmond districts.

Ginn and Company wish to announce that on November 15th their Pacific Coast headquarters will be changed from 717 Market street to the Schwabacher, Frey Building, 609 Market street and 20

Second street, where they will occupy the entire fifth floor and where they will, as always, be at the service of their friends. After November 15th please address all communications to Ginn and Company, 20 Second street, San Francisco.

Mrs. J. B. Hughes of Oroville has been appointed lecturer in Art in the University Extension Division, University of California. This is a merited appointment. Mrs. Hughes knows well what should be done in schools in all art lines, and has remarkable ability in her work before teachers. She will be received everywhere with pleasure.

Connecticut College for Women is to be "the most progressive school of learning in the country dedicated to the women of the world." Morton F. Plant of New London, who has contributed over a million dollars, has assured the success of the undertaking. The

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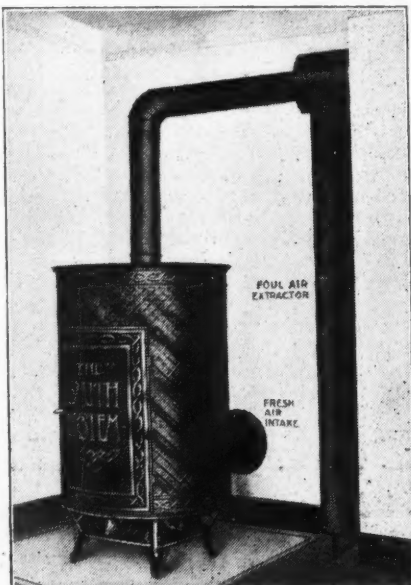
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college now owns 320 acres, overlooking the Thames River at New London. Professor Frederick Sykes of Yonkers, N. Y., a graduate of Toronto University, and honored by Johns Hopkins and Oxford, is to be president of the Connecticut College for Women. He is quoted as saying: "The life that breeds the college boy must breed the college girl to mate with him, else there can be no mental harmony, and without that there is no true mating."

The Course of Study for the Santa Monica High School has come from the press. The school is cosmopolitan in character, offering all phases of secondary work. The announcement is most suggestive.

New York City has taken another step forward. Supt. William Wirt of Gary, Indiana, has been employed as Scientific Adviser to the Board of Education. His salary is \$10,000 and traveling expenses for one week each month. If Mr. Wirt is as original in his new field as he has been at Gary, and is as clear-headed in working out the New York problems as in developing the educational lines for which he has become famous, the New York step will be followed in many other quarters.

School Teachers Fire Heroines.—According to a press report, Miss Helen Stafford and Miss Joy Fitzgerald of Los Angeles displayed rare presence of mind when the Ann Street School was destroyed by fire September 28th. Fortunately the fire occurred late in the afternoon when only the continuation classes were in session. The teachers succeeded in ushering the chil-

dren to safety and in saving considerable of the furniture and school equipment.

Latin Basis for English in Commercial Courses is the proposition advanced by Albert S. Perkins, head of the Latin Dept. in the Dorchester High School. We quote from an abstract in the June Boston Teachers' News Letter: "The success of a salesman or business man is found in actual practice to be directly proportioned on the one hand, to ability to understand what the other man has to say, and on the other hand, to ability to convince him of the superiority of the goods offered for sale." In short, other things being equal, it is vocabulary which holds the key to success. This fact is recognized by the educational department at Filene's and as a result every night the members of the evening classes bring in for explanation and study, lists of words they have heard during the day, but have not understood. These words, sometimes amounting to as many as forty, are almost entirely of Latin origin."

"Fathers' Clubs."—"What sort of a father are you?" This question is found on every program of what is claimed to be the first fathers' club in the United States organized at Council Bluffs, Iowa, a little over a year ago, according to information received at the Home Education Division of the United States Bureau of Education. The motto of these clubs is, "Make the Indifferent Different." Membership is limited to males 21 years of age or over.

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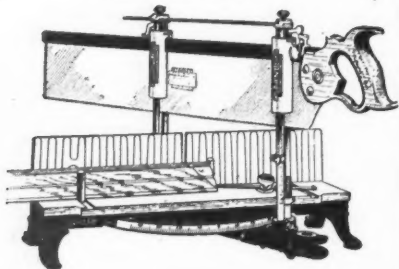
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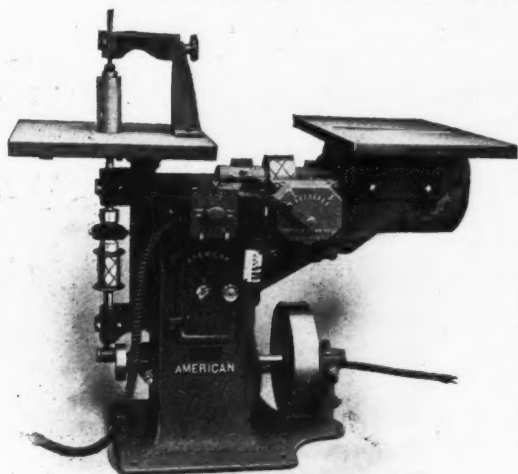
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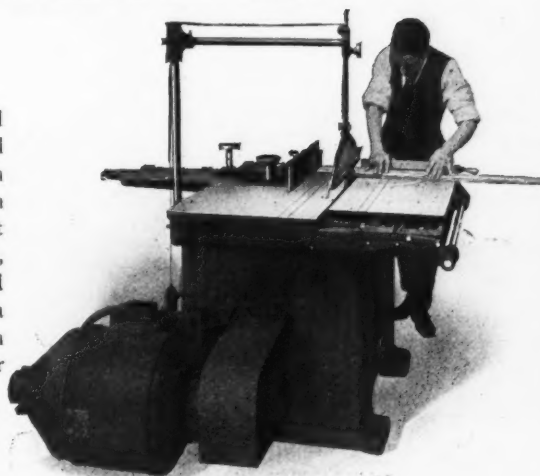
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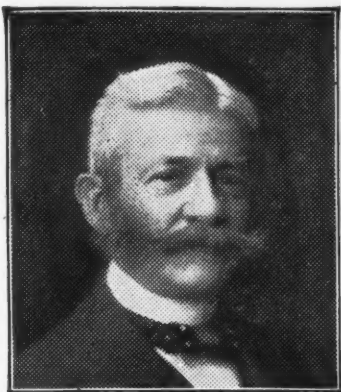
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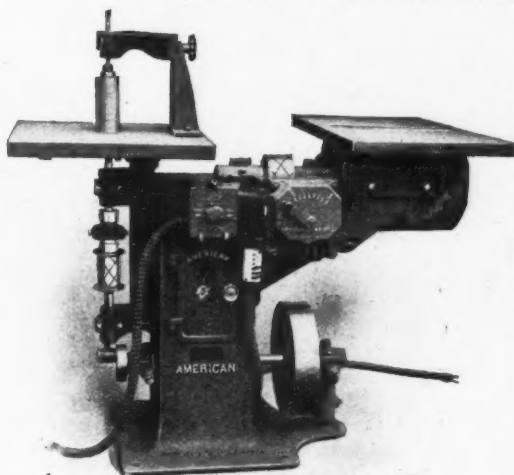
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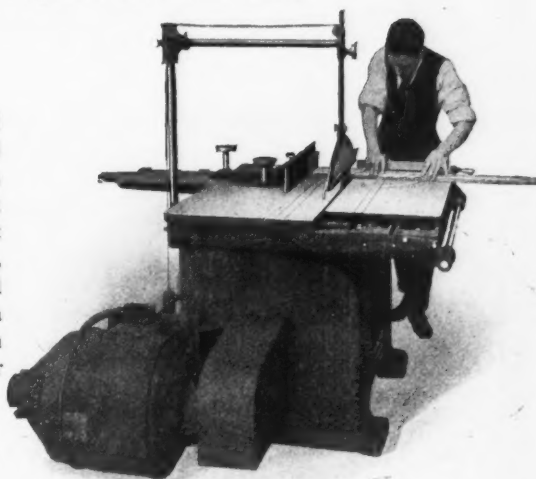
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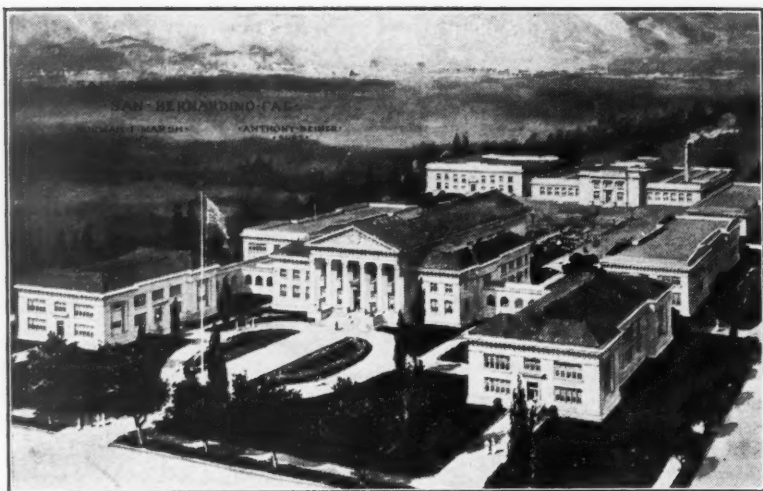
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